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ABSTRACT

This report describes a collaborative developmental model for dealing with domestic violence which was designed and implemented by two high school home economics teachers at West Hardin High School in Elizabethtown, Kentucky to address the issue of domestic violence. It discusses the advantages of a collaborative effort between teachers and school counselors which features a curricular focus; the formation of a community advisory group to help plan the curriculum as a critical first step in getting grass roots acceptance of the curriculum; and the development of 3 videotapes and 11 computer diskettes for use as major teaching tools in the program. The counselor's role in the program is explained and the purpose of a school-wide assembly is discussed. Following a description of the specific program implemented, an illustration depicting the collaborative curriculum-based model is presented. The 3 videotapes and 11 computer diskettes produced by the program and available for sale to other programs are listed, along with an order form for ordering the materials. Aids for teaching prevention of family violence are given and addresses for teaching aids are provided. A 25-question true-false pretest on domestic violence is included. (NB)

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ED298362

Domestic Violence: The Counselor's Role in a Comprehensive Prevention Model

Presented at the 1988 AACD Convention in Chicago

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Developmental Guidance approach has always stressed the importance and strength of all school personnel working together as well as the support of community resources. Sensitive areas such as domestic violence and abuse demand this full cooperative effort. Violence is so highly prevalent in all aspects of contemporary society - at home, at school, and in relationships of all kinds. Because violence is experienced many ways by students, school personnel must help students learn to deal with this. One way is to take a prevention orientation approach and to focus on these problems and their causes and concerns by fashioning a curriculum around these issues. But, to truly accomplish this takes real collaboration.

There is a natural bond for collaboration on domestic violence between the Counselor and the Home Economics Teacher. Counselors are certainly concerned about domestic violence and its aftermath. Home Economics deals with contemporary issues and concerns in their Contemporary Issues classes as well as aspects of human development throughout the entire Home Economics curriculum. The advantages of a collaborative effort which features a curricular focus are:

1. The content area is identified with and infused into an already exsistant program. This helps legitimize the contents rather than having to create something entirely new sitting out on its own.

2. A developmental/preventive focus can be highlighted naturally.

3. The Counselor can supplement and back up the program with counseling if students choose to deal further with a personal experience - either individually or in small groups.

4. The content just like any curriculum can be recycled and improved continuously.

5. Community resources can be easily involved and new ones used year after year.

6. Community involvement can be utilized in the actual planning of the curriculum. This helps develop very broad base support which may be needed for the school board to approve of dealing with such sensitive areas.

7. Students who experience the curriculum can act as recruiters for other students to experience this critical area and discuss issues and concerns. It helps make the topical area more visible.

The Hardin County Experience

The collaboration that was mentioned above is just what happened at West Hardin High School in Elizabethtown, Kentucky. Two Home Economics teachers decided that they wanted to do something in their Adult Living Classes to address this whole area of violence. Consequently, they applied for and received a $5,000 Educational Innovative Fund Grant from the state of Kentucky for the 1986-87 school year.

The very first thing that these teachers did was form a community advisory group to help them "plan" their curriculum. This involvement of a community advisory group is a most critical first step in getting grass roots acceptance before a curriculum is developed. Many times curriculum that does not get his support receives so much criticism and backlash that all the hard work has to be scrapped because of controversy. Consequently, this is a major critical first step.

With the support of the community advisory committee a very comprehensive curriculum was developed. A special part of this curriculum and the grant proposal focused on the development of teaching aids for the prevention of family violence. Consequently, two very specific media areas were developed - video tapes and computer diskettes - which could be used as major teaching tools in the program.

Video Tapes

Three very specific video tapes were produced. The first video was a fifteen minute program on dating violence entitled: "The Dating Trap." The second video was a forty-five minute documentary involving prisoners at La Grange Reformatory entitled: "Abusers - Behind the Iron Door", and the third video was a twenty minute assembly program on domestic violence given at West Hardin High School with speakers covering date rape, spouse abuse, and child abuse.

The "Dating Trap" vignettes were portrayed by students themselves who were enrolled in West Hardin's Home Economics and T.V. production classes. It depicted various and situations and scenes where pressure and force were used on another person - both males and females. It seems to be fairly realistic since some of the feedback from students was "this type of pressure happens around here, even in the halls."

The documentary that was produced at the La Grange Prison shows various inmates sharing how violence played a crucial role in their lives and development. It is a very hard hitting, powerful video that makes a very definite emotional impact. Its realism and genuine self- disclosure make it an impact tool for this domestic violence curriculum.

The twenty minute video that was produced at a school wide assembly features community resource speakers who each have expertise in various areas. Date rape provided a speaker from the Rape Crisis Center in Elizabethtown. Spouse abuse featured the Program Director of Lincoln Trail Domestic Violence Program. Child abuse was covered by a speaker from the Department of Human Resources in Elizabethtown. Consequently, this video does provide some frank, yet general overviews of these problems. Plus the video drives home the message that no matter what type of violence you might have experienced, there

is help! There are many things which can be done and many community resources which can provide help.

Computer Diskettes

Eleven computer diskettes were developed. These programs correlated with the Human Development Supplement to the Home Economics curriculum. The computer diskettes cover the areas of: 1) missing and exploited children, 2) sexual child abuse, 3) verbal and physical child abuse, 4) abuse of the elderly, 5) rape risk reduction, 6) dating violence, 7) facts and myths about domestic violence, 8) effects of media and family violence, and 9) spouse abuse. Plus one of the diskettes covers pre and post testing of materials presented.

These diskettes allow for students to work through these knowledge base areas at their own rate. It provides good knowledge as well as a good media to use to assess this knowledge acquisition for this type of curriculum.

The Counselor's Role

When a curriculum on this area of violence is introduced even with a real developmental orientation, it will provide an opportunity for students who have experienced some of these things to come forward. That is why it is critical for a total cooperative effort to take place. Counselors must be a part of this planning group as well as have a contingency plan to be able to deal with and handle students who seek help. There will be spin off effects from dealing with this area of violence and the counselor must be ready to provide assistance.

The counselor must be prepared to manage and provide counseling as well as be ready to refer out to other agencies. All of these plans must be well established. The counselor must have specific strategies in mind and be prepared to handle immediate crisis if and when they arise.

In addition to being part of this effort by providing counseling and referrals, counselors can also serve as a genuine collaborator by their knowledge of human growth and development. Domestic violence occurs among people and in relationships of all types. Counselors are sensitive to family constellations and dynamics as well as personality variables and critical developmental periods. This knowledge of behavioral dynamics and human needs can also aid in providing good curriculum experiences of a developmental nature as well as crisis management skills. Consequently, counselors have a most critical and supportive role to play in this model.

The School Wide Assembly

As another product of this entire curriculum focus, the students helped expand the total school's knowledge and awareness by planning a school wide assembly. This assembly brought in speakers to focus on specific areas - the areas mentioned earlier that consisted of the third video tape.

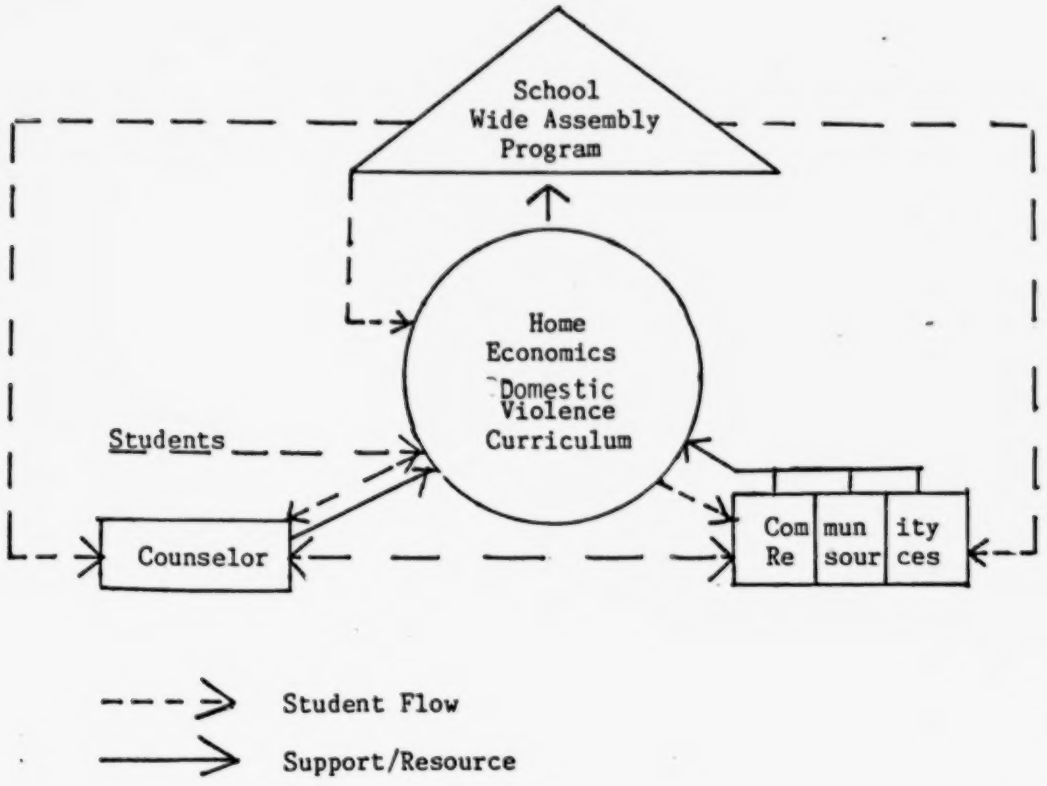
The main focus of this assembly was not just awareness of these problems, but the more important fact that there is a great deal of help out there-both at school as well as in community agencies. This is a critical emphasis.

Help is there!

The other important point to make here is that this assembly was developed by the students themselves. The students enrolled in the Home Economics course felt that this area of violence was so important that they wanted to make the entire school aware of these problems. Plus the fact that there is help. Consequently, they felt that a school wide assembly was a good vehicle for this. It was and the students felt good about their involvement.

A Model

Based upon all of the things developed from Hardin County's Program, the best way to depict this emphasis on a developmental curriculum which also features a collaborative effort is the following model.



Notice that the curriculum has the main central focus. Notice too, that there is a definite flow of students into the various "helping resources." It also depicts how the curriculum can influence even the entire school!

After studying this model could any other approach really have the total impact that this collaborative curriculum based approach did? It really does not seem likely especially when a developmental guidance orientation and curriculum infusion have such a central focus.

Summary

A collaborative developmental model for dealing with domestic violence was developed and has been successfully implemented. The materials that were developed and produced provided very useful resources. These resources can be purchased at a very nominal fee from West Hardin High School (see form enclosed). In addition, a listing of other useful materials also follows. They are all good and can be used for specific objectives.

How important is this area of domestic violence for counselors and other school personnel to deal with? From all of the statistics and official reports domestic violence is quite prevalent in all aspects of our society. Because violence is experienced so many ways by so many people, it cannot be overlooked. This model that was presented can provide a definite orientation for any system to begin designing and implementing its own program. Our children need it!

"DOMESTIC VIOLENCE - LET'S STOP THE ABUSE CYCLE"

Videos

Mingus, Cherie L. and Sweat, Nora V. Domestic Violence Series , a 20 minute video tape consisting of three presentations, Hardin County Board of Education,
110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. The Dating Trap , a 15 minute video tape, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. Abusers - Behind Iron Doors , a 45 minute video tape, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Softwear

Mingus, Cherie L. and Sweat, Nora V. "Domestic Violence Softwear Package", consisting of 9 - 5 1/2 " floppy diskettes on general topics covering domestic violence, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. "Dating Violence", a 5 1/2 " floppy diskette, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. "Spouse Abuse", a 5 1/2 " floppy diskette, Hardin Count Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. "Rape Risk Reduction", a 5 1/2 " floppy diskette, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. "Abuse of the Elderly", a 5 1/2 " floppy diskette, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. "Effects of Media on Family Violence", a 5 1/2 " floppy diskette, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. "Physical and Verbal Child Abuse", a 5 1/2 " floppy diskette, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. "Sexual Child Abuse", a 5 1/2 " floppy diskette, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. "Missing and Exploited Children", a 5 1/2 " floppy diskette, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mingus, Cherie L. and Sweat, Nora V. "Facts and Myths About Domestic Violence"
a 5 1/2 " floppy diskette, Hardin County Board of Education, 110 South Main Street, Elizabethtown, Ky. 42701, 1987.

Mike White - Programmer of Computer Softwear

Brad Mertens - Director of Video Programs

Computer softwear for use on Apple computer

SCHOOLS WITH COPIES OF HARDIN COUNTY'S PROGRAM IN KENTUCKY

Augusta High School
Ballard High School
Bardstown High School
Barren Co. High School
Bell Co. High School
Berea Community High School
Bowling Green High School
Boyd Co. High School
Breathitt Co. High School
Breckenridge Co. High School
Bryan Station High School
Buechel Metropolitan High School
Burgin High School
Butler High Schhol
Calloway Co. High School
Caverna High School
Central City High School
Clay Co. High School
Crawford Junior High School
Daviess Co. High School
Deming High School
Dixie Heights High School
East Hardin High School
Edmondson Co. High School
Elizabethtown High School
Fern Creek High School
Fleming Co. High School
Fordsville High School
Fort Knox High School
Franklin-Simpson High School
Grayson Co. High School
George Rogers Clark High School
Hart Co. High School
Henry Clay High School
Holy Cross High School
J.A. Cawood High School
Jackson City High School
Jessamine Co. High School
Jessie Clark Junior High School
Lafayette High School
Laurel Co. Junior High School
Lincoln Co. High School
Madison Central High School
Madisonville Community College
Marion Co. High School
Mayfield High School
McCracken Co. High School
McCreary Central High School
McDowell High School
McLean Co. High School
Meade Co. High School
Menifee Co. High School
Metcalf Co. High School
Nelson Co. High School
North Hardin High School
Oldham Co. Middle School
Ohio Co. High School
Ohio Co. Middle School
Paris High School
Pendleton Co. High School
Pikeville High School
Pleasure Ridge High School
Russell Co. High School
Scott Co. High School
Sheldon Clark High School
Simon Kenton High School
South Hopkins High School
Southern High School
Tates Creek High School
Todd Central High School
Union Co. High School
Washington Co. High School
Webster Co. High School
Whitley Co. Middle School
Williamstown High School
Winburn Junior High School
West Hardin High School
West Hopkins High School

TEACHING AIDS FOR TEACHING OF PREVENTION OF FAMILY VIOLENCE

Videocassettes:

"Child Abuse: Breaking the Cycle" - Sunburst Communications

"If It Happens to You...Coping Strategies for Sexual Abuse" - Sunburst Communications

"On Golden Pond" - CBS/Fox Video

"Strong Kids - Safe Kids" - Paramount

"When Sex Means Trouble" - Sunburst Communications

"Violence in America" - Closeup

"You Would if You Loved Me - Making Decisions About Sex" - Guidance Associates/Learning Arts

"The Dating Trap" - West Hardin High School

"Abusers - Behind Iron Doors" - West Hardin High School

FILMSTRIPS WITH CASSETTES

"Families in Crisis - Care of the Aged" - Coronet Media

"Families in Crisis - Coronet Media
Teenage father
Pregnant teenager
Rape
Battered child"

"Issues for Troubled Times - Old Age" - The Media Production Company

PAMPHLETS, LEAFLETS, AND BOOKLETS

"He Told Me Not to Tell" - King County Rape Relief Center

"Physical Child Abuse" - National Committee for the Prevention of Child Abuse

"Emotional Maltreatment of Children" - same source as #2

"Physical Child Neglect" - same source as #2

"Dealing With Sexual Child Abuse" - same source as #2

"Understanding Sexual Child Abuse" - same source as #2

"Talking to Children/Talking to Parents about Sexual Assault" - King County Rape

Relief Center, Network Publications

"Violence in Dating Relationships" - Kentucky Department for Mental Health

"Date Rape - Terri and J.R. Talk to Teens" - Network Publications

"Where Do I Start? A Parents Guide for Talking to Teens About Acquaintance Rape"

"Nobody Told Me It Was Rape - A Parents Guide for Talking to Teenagers About Acquaintance Rape and Sexual Exploitation" - Network Publications

"Top Secret - Sexual Assault Information for Teenagers Only" - Network Publications

"You're Not Alone - Kids Book on Alcoholism and Child Abuse" - National Committee on Prevention of Child Abuse

"Talking About Child Sexual Abuse" - National Committee on Prevention of Child Abuse

"Basic Facts About Sexual Child Abuse"

ADDRESSES FOR TEACHING AIDS

Sunburst Communications
Department AW
39 Washington Avenue
Pleasantville, New York 10570
914-769-5030

Coronet Media
Coronet Building
65 East South Water Street
Chicago, Illinois 60601

CLOSEUP
1235 Jefferson Davis Highway
Arlington, Virginia 22202

CBS/Fox Video
Industrial Park Drive
Farmington Hills, Michigan

West Hardin High School
10471 Leitchfield Road
Stephensburg, Kentucky 42781

Learning Arts
P.O.Box 179
Wichita, Kansas 67201

Guidance Associates
Box 3000
Mount Kisco, New York 10549

National Committee for Prevention of Child Abuse
332 South Michigan Avenue, Suite 950
Chicago, Illinois 60604-4357

Network Publications
P.O.Box 8506
Santa Cruz, California 95061-8506

Ms. Carol Jordan
Department for Mental Health and Mental Retardation Services
Cabinet for Human Resources
Commonwealth of Kentucky
Frankfort, Kentucky 40621

PRE-TEST

DIRECTIONS: Answer the following true-false questions.

1. Violence in dating relationships stops after couples are married.
2. Victims of dating violence may be male, female, or both.
3. Extreme jealousy is a good way to show your boyfriend or girlfriend how much you care for them.
4. Alcohol and/or drugs cause people to be violent in dating relationships.
5. Anger is a normal healthy emotion and occurs in loving relationships.
6. Physical violence between married and unmarried couples is a crime.
7. Violence can be found in families regardless of race, age, class, or educational level.
8. Once a batterer, always a batterer.
9. Women stay in physically abusive relationships because "they like it".
10. As violence continues in a relationship, it occurs more often and becomes more severe.
11. Rape is a crime of violence, not sex.
12. More than half of all sexual assaults happen between people who have met before.
13. Most rapes occur between people of different races.
14. Males can be sexually assaulted.
15. Females who wear sexy clothes are just "asking for it".
16. Parents are the only adults who abuse children.
17. Children who are abused often grow up to be abusers.
18. All cases of chhild abuse and neglect must be reported to the State Department for Social Services.
19. The majority of abusive parents are alcoholics.
20. Most families who abuse or neglect can be helped through counseling.
21. Strangers commit most sexual acts on children.
22. Sexual abuse does not happen to children under the age of twelve.
23. Children have the right to say "No" to being touched by others.
24. Every child is a potential victim of sexual abuse.
25. Children of any age are not to blame for being victims of sexual abuse.

INSTRUCTIONAL MATERIALS
DOMESTIC VIOLENCE

I. Video tape (3 parts)

A. "The Dating Trap" - a 15 minute introduction to the topic of dating violence. The film uses actual high school home economics students to portray true life incidences.

B. "Abusers - Behind the Iron Door", a 45 minute documentary on the abuser. Inmates at La Grange Reformatory in Kentucky are interviewed behind bars. They have been victims of domestic violence and/or perpretrators of abuse.

C. "Domestic Violence Assembly Program" - a presentation to students at West Hardin High School covering topics of date rape, spouse abuse , and child abuse.

II. Computer Softwear Program

Eleven diskettes consisting of the areas covered in the Human Development supplement and a pre and post test covering materials presented.

ORDER FORM

Please send me the following:

_____ "Domestic Violence" video tape (3 parts) @ $30.00

_____ "Domestic Violence" softwear package @ $30.00 (for use with an Apple computer)

_____ Amount enclosed

Send orders to:

Mrs. Nora Sweat
Home Economics Teacher
West Hardin High School
10471 Leitchfield Road
Stephensburg, Ky. 42781

MAILING LABEL: (Send orders to:)

_____
_____
_____
_____